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## Coeducation here?

### Chancellor defines MWC position

By VICKI LILLICRAPP

"Now therefore be it resolved by the Rector and Visitors of the University of Virginia: that the restrictions heretofore placed on the admission of women to the undergraduate schools at Charlottesville be and they are hereby removed, subject to the conditions set forth below . . ."

In spite of the passage of the coeducation resolution, the stated conditions negate the possibility of immediate acceptance of most women. The final resolution declares only that "the wives of students and the wives and daughters of staff members shall be eligible for consideration for admission to the College of Arts and Sciences" in the fall of 1969.

There are three stipulations for removing the restrictions. That President Shannon submit a plan for the general admission of women to the undergraduate school has priority. Also to be taken into consideration is the effect of coeducation on "other public women's colleges in Virginia and especially upon Mary Washington College," as well as a request to the Governor and the General Assembly for sufficient funds to effect this step.

How will all this affect MWC? Chancellor Simpson voiced his opinions.

"At the moment I don't think what they have done has any real bearing on us, for the fall of '69 anyway. Our only consideration is a financial one, and we have had an increase in applications and early decisions for next fall. I don't want the College to grow any bigger.

"Just because there is a trend toward coeducation at this level, there is no reason why all colleges should be alike. I'm for diversity in colleges; you should have just as much choice here as in other things. I was not surprised at the Board's decision — it is what they should have done.

"We have a long period of time in which to decide what to do. We are waiting for the final recommendation of the Future of the College Committee and the decision of the Status Study Committee of the Alumnae Association."

When asked about the possibility of Mary Washington College becoming independent of the University, the Chancellor said he felt that such a decision should not be based on the University's choice to go coed. "A separate board should be set up if you want to operate independently of the other institution. As long as operation is satisfactory there is no need for this."

Adopted by the Visitors at the same meeting was the proposal authorizing Mary Washington College to admit men for credit to the 1969 Summer Session, provided they are of day (non-residential) status.

Accordingly, no dormitory or dining room facilities will be available to male students, and they will be subject to the restrictions governing female day students during the Winter Session. Thus only men from the vicinity will be able to attend since they must live with family or relatives. The Chancellor saw this as "a community gesture, the purpose of which is to make facilities available for men who are here in the summer but attend other colleges in the winter." However the Chancellor felt that the Board should release us from the restriction of non-resident men and allow men to attend courses and live off campus. Providing one dorm for male students would be too big a step toward coeducating, he said, and until the final recommendations are in, this would be unwise. Many advanced courses will be offered this summer to meet the needs of male students, among them such courses as Marine Biology and Analytical Chemistry.

The College is in no hurry to make any decisions regarding coeducation. According to the Chancellor, we don't want to look as if we're reacting to Charlottesville. "We are independent, and we will show it. We will delay our decision until all relevant factors are in."

## Proponents want more natural setting

By TRACY ANTLEY

Coeducation at MWC is a thought-provoking subject.

Decidedly there is not a consensus of opinion to "integrate", nor is there a movement to build a high wall around our bastion of womanhood. In fact, Mary Wash girls seem fairly openminded on the subject, and tend to contradict themselves in discussion.

Opinion for coeducation centers around the desire for a more natural setting in which to make the transition from student to working person. "After all, there are two sexes in the world." Some students feel the academic atmosphere would be made more challenging by the addition of male opinions. Socially the pressure would not be so great to latch on to a permanent

boyfriend just to have a date, nor would there be the weekend mass exodus. A more casual, friendly social atmosphere would be created.

Opponents of coeducation stress the destruction of the intimacy of a one-sexed college. Available males will cause competition among girls for dates, not grades; the expense and bother of converting the P.E. department, shuffling dorm space, and rearranging campus regulations to include boys would be immense. Others say it is only fair to give students who want to attend a girls' school the freedom of choice, and we are already female only.

Would the status of a coed MWC be a community college like George Mason affiliated with U.Va., or a separate private college? What would be the quality of students mostly from this area? The subject is provocative; it will take much thought, much giving up of old privileges to gain a more natural, convenient college atmosphere.

# SGA candidates look to campaign

Voters will have a choice between "Progress" and "Excitement 1969" when they pick an SGA president next week.

Kathy O'Neil, who says she considers herself a progressive candidate, has given her campaign the theme of "The relevance of a liberal arts college in modern society."

Explaining this, she says, "An awareness of the importance of a liberal arts college in modern society involves many phases of campus life. It impels change and response among the members of the college community in the social and academic realms. It necessitates a student leader who not only reflects those responses but who anticipates the problems as well."

O'Neil says she hopes to give the college and SGA a more modern trend, and emphasized that "The problems in our nation are also problems on our campus. This is the place to begin." Her primary example was the Negro situation.

Sherril Hoffnagle has termed her campaign for the presidency "Excitement 1969." "I think people should be more enthusiastic about MWC, rather than just complaining," she hopes to promote

this excitement and involvement in all phases: "in committees, in the classroom, in clubs, publications, and in national and international affairs."

Hoffnagle says she would promote a decentralization of SGA in order to involve more people. "Excitement comes through communications on all levels," she said.

Some of her suggestions for academic excitement are an extension of academic orientation for freshmen, emphasis on graduate study, a student exchange program on a semester basis, and extension of the pass-fail system.

Hoffnagle and O'Neil are both presidents of freshman dorms, following the tradition that has been in effect for at least three years that the presidency is taken by a freshman hall president.

The SGA vice presidency, which could possibly be the most interesting election this year, will be contested by Susi Duffey, hall president of Willard, and Bev Alexander, a member of the liberal camp who came to fore this fall as a senator. Both girls are experienced in SGA matters, and both have fairly large followings.

Susi Duffey says her campaign will have a double theme. The first is to involve all students in SGA affairs and to be a true representative of the campus. "The trouble is," she says, "the majority doesn't let it be known what it wants." "I want to hear that sound, I want to hear voices," she continued, "because I want to be the representative of the people."

She says the second theme of her campaign is to accomplish some of her own ideas. Most of these involve academics: an emphasis on independent study and seminars — "Opportunities for kids to express their individuality, to become creative, critical thinkers;" self-scheduled exams; and a large factor — more money. Susi Duffey urges more money for faculty salaries, faculty salaries, faculty fringe benefits, a speakers program ("So we can have more people like Dick Gregory"), and for other college facilities.

Concerning the senate, Susi said, "I think the senate could be very powerful with the right person in charge. It needs a person who won't give up, who won't apologize constantly to the administration, but it also needs

a person the administration will respond to."

Bev Alexander says she plans to base her campaign for the vice presidency around educational goals. "After all," she says, "we are students and everything we do here should be in the direction of improving our educational experience."

She says she regards the senate as the best possible means for crystallizing student opinion in this direction. "Students can do so much," she says, "They must realize that their opinions are important and can be influential to the faculty, the administration, and the world."

Some academic goals she would like to achieve are letting majors in departments have some voice in the courses that are offered in their department, having senate committee chairmen sit on corresponding faculty committees, revision of degree requirements, a greater interest in world affairs, and a better speakers program.

Changes in the social and residential lives of students are important, she says, "but they fit into the total plan of improving the educational experience. In

## Slate

SGA nominations night revealed Kathy O'Neil and Sherril Hoffnagle facing each other for the 1969-70 presidency.

Beverly Alexander, Marilyn Preble, and Susi Duffey were also nominated for the post but declined.

The SGA vice presidency will show a contest between Susi Duffey and Beverly Alexander.

A four-way race for judicial chairman pits Patricia Carter, Sharon Arthur, Lee Howland, and Lynn Vandervoort against each other.

Kathy Thiel was the sole nominee for Honor Council president, and to date, she still stands unopposed.

Cean Wightman also is unopposed for the position of SGA secretary. Sue Cottingham was nominated to run against her, but declined.

Gabby Pagan and Kathy McConnell will face each other for SGA treasurer. Pagan was the only person nominated at the session last week, and McConnell later petitioned for her name to be placed on the ballot.

The position of senator-at-large will be contested by Mimi Hearne and Maggi Biley.

Katy Reynolds and Patty Houston will battle for the ICA presidency, and Marilyn Bracy stands unopposed for RA president.

see JUDICIAL, page 6

## goes to Senate

# Committee approves 4-1-4

By ALEX TOMALONIS

Four-one-four may become a reality here in the near future. The SGA Curriculum Committee has announced its recommendations on reorganizing the curriculum under the proposed 4-1-4 system.

The College will be reorganized into three Divisions — Humanities, Social Sciences, and Natural and Physical Sciences, rather than along Departmental lines according to their plan. Nor will there be a required major, only concentration within one Division or specific area within one Division, most study being done in the final two years. Comprehensive reading lists and comprehensive exams will be available, but not mandatory.

Each Division will be responsible for providing lower level disciplinary and interdisciplinary introductory courses, and for providing courses of interest to both majors and non-majors during the four week intersession.

Students would consult closely with their advisors, taking the responsibility for graduate school requirements upon themselves.

The maximum hours for any long term (14 weeks) will be 15, and the credit hours should be assigned. Upper level seminars, for example, should receive 4 credits. Credit given a course should be commensurate with both level of difficulty and requirements of a course.

The proposal will go before the faculty curriculum committee and eventually, if passed, to the entire faculty for a vote.

Requirements for a degree  
1. 6 hrs. LIBERAL ARTS SEMINAR, to be taken during the Freshman year; Interdisciplinary — team taught (two professors) by members from all departments

Emphasis — modern and contemporary works chosen from all disciplines.

Purpose — (1) to give the student the experience of the small discussion class; (2) to provide an informal introduction to the various disciplines; (3) to provide practice in analytical writing.

2. 16 hrs. SURVEY OF WESTERN CIVILIZATION, to be taken during the Freshman and Sophomore years (4 hrs. each semester); Interdisciplinary — team taught; Three lecture and one seminar hour per week.

Emphasis — the progress of western civilization integrating history, literature, the fine arts and philosophy.

Purpose — (1) to prevent the fragmentation of knowledge which occurs when the student takes several survey courses; (2) to insure that the student has been exposed to all aspects of western civilization; (3) to provide weekly seminars emphasizing one aspect of civilization of the student's choosing, thereby attempting to provide "in-depth" coverage of one area."

3. 3 hrs. METHODS OF RESEARCH, to be taken the second semester of the Freshman year; to be offered by the Division of Social Sciences.

Emphasis — general introduction to scholarly research with the focus being the social sciences.

Purpose — teaching the use of primary sources writing of a major research paper provide an informal introduction to the social sciences

4. 0-29 hrs. COMPETENCY REQUIREMENTS, to be satisfied during the Freshman and Sophomore years.

The student must prove that she has attained a minimum level of competence in mathematics, English composition, one natural or physical science, and one foreign language.

This may be done in the following ways:

(1) Mathematics — satisfactory performance on the (MWC)

placement test OR satisfactory completion of 1 Introductory Mathematical Analysis (6 hrs.)

(2) English composition — satisfactory performance on the CEEB writing sample OR submission of satisfactory previous work OR satisfactory completion of Remedial English Composition (3 hrs.).

(3) one natural or physical science — satisfactory performance on one (MWC) placement test of the student's choosing OR satisfactory completion of Introduction to the Physical Sciences OR Introduction to the Natural Sciences, (8 hrs.).

(4) one foreign language — prove a reading knowledge of one foreign language by either satisfactory performance on the (MWC) placement test OR completion of a second year course (of the student's choosing) in a foreign language (6 to 12 hrs.). The word "satisfactory" as used above always means "to the satisfaction of the Division in whose jurisdiction the specific requirement lies." Mathematics and the science requirement are within the jurisdiction of the Division of the Natural and Physical Sciences while composition and language requirement are within the jurisdiction of the Division of the Humanities. Regardless of whether a student takes a course or what grade she received, she must pass the placement or proficiency exam to insure the Division that she has attained at least a secondary school level of knowledge.

5. 4 "Intersections." The credit for work done during intersession varies according to the project. One course usually will be accorded 4 credits. Intersessions need not be taken in residence.

6. 8 hrs. INDEPENDENT STUDY, to be taken during the Junior and Senior years.

At least 4 hours must be taken in work offered by the student's major division.

If independent study is taken

during Intersession, those hours may count towards both the Intersession and the Independent Study requirement.

7. 42 hrs. (excluding colloquies and independent study) in UPPER LEVEL COURSES.

At least six of these hours must be in a Division other than the student's major one.

8. 4 hrs. RECREATION, to be taken during the Freshman and Sophomore years.

Three hours a week of pledged recreation in an activity of the

student's choice. Formal courses in various activities will be offered at scheduled times and may be taken for credit but no grade. Student's may take either these courses or may take part in an individual activity of her own choosing independently.

9. 17-35 hrs. ELECTIVES, may be taken in either upper or lower level courses and need not be taken in the student's major division.

120 hrs. REQUIRED FOR GRADUATION

## Calendar of events

MONDAY, FEB. 24

● Speaker: James Biddle, "Preservation in the United States," sponsored by the Dept. of Art, 1:15 p.m., Combs 100

● General Student Recital, 6:45 p.m., Dupont Aud.

● Seniors, 7:00 p.m., Monroe Aud.

● Sophomore class meeting, 7:00 p.m., ACL Ballroom

● Buzz session for nominees for SGA and Honor Council President, 8:00 p.m., ACL Ballroom

● Film: "Distinction of Past and Future" — sponsored by Chi Beta Phi, 8:30-9:30 p.m., Combs 200

TUESDAY, FEB. 25

● Meeting Pi Nu Chi, 6:15 p.m., Combs 300

● Seniors — 100th Night Party, 7:00 p.m., ACL Ballroom

WEDNESDAY, FEB. 26

● IBM Testing, 9:30-12, ACL 305

● IBM Testing, 2:30-4:30, ACL 108

● Speaker Bruce Wright — Poet, Reading from his poetry (Dept. of English), 1:15 p.m., ACL Ballroom

● 100th Day — Open house at Spotswood Alumnae House for Seniors, from 3-5:00 p.m.

● Buzz session for nominees for SGA officers other than President, 6:30 p.m., ACL Ballroom

● YWCA meeting, Owl's Nest, 7:00 p.m.

● Concert — Sponsored by Day Students Club, 8-9:00 p.m., Dupont Aud.

● SGA meeting, 9:00 p.m., ACL Ballroom

● Preliminary voting in Residence Halls, 9-12:00 p.m.

THURSDAY, FEB. 27

● Chi Beta Phi Auction, 6:30-10:30 p.m., ACL Ballroom

● Meeting Christian Science Club — Owl's nest, 6:45 p.m.

● Meeting Young Democrats, 7:00 p.m., Monroe 21

FRIDAY, FEB. 28

● Ric Masten, Folk concert sponsored by Student Religious Liberals, 8-10:00 p.m., ACL Ballroom

SATURDAY, MARCH 1

● Virginia Merit System Social Science Career Entrance Exam, 9-12:00 a.m., ACL 108

● Film: AS YOU LIKE IT, GW, 8:00 p.m.

# Hail Alma Mater: dear for men?

By JODY REED

# Vital SGA: idealism?

The past two years has shown an increasing trend toward coeducation in a variety of schools ranging from private, ultra-progressive institutions such as Sarah Lawrence to the more conservative state colleges and universities of Rutgers and our own U.Va.

Prompted by student support and enthusiasm, administrations have, in many instances, set-up experimental periods with coed weeks of student-exchange programs to schools of the opposite sex. In February both Princeton and Sarah Lawrence invited guests from other colleges to give them a chance to learn at first hand about the style of education at the schools. Coeducation plans are either in the

embryonic stages or have been initiated at among others: Yale, Vassar, Wesleyan (Pa.), Lafayette, Rutgers College, U.Va., and MWC summer school.

Many among both the students and faculty find segregation of the sexes to be an archaic system which creates a highly unnatural environment. Additionally it is the argument that if a school's style of education proves effective for one of the sexes, it should be equally or twice as successful for two. The President of Sarah Lawrence College, Esther Raushenbush said, "... the Sarah Lawrence style of education is effective for men as well as women ... Sarah Lawrence is known for its emphasis on individual curriculum design

... with much opportunity for independent study."

That's all well and good for those lucky Sarah Lawrence girls, but would we want to see MWC "integrated," and if so, would the MWC "style of education be as effective for men as well as women?" There are obvious alterations that would have to be made starting with the basics of our spinning wheel seal and the "God, home and country" motto. Somehow it's hard to visualize an "MWC Charlie" sprinting to Modern Marriage with his spinning wheel seal notebook under his arm. Another glaring adjustment would be the P. E. curriculum. Fencing or track and field are conceivable, but even more difficult to visualize is the same "MWC Charlie" with both the notebook and his leotard for fundamentals of movement. One could go on and on with the physical adjustments that would have to be made ... the removal of the nude or quasi-nude female statues sprinkled abundantly over campus, the addition of showers to dorms with tubs, and the elimination of the coveted Mary Washington social institution - the mixer.

Strictly academically speaking, however, would major overhauls be necessary to effectively include males? The MWC curriculum is obviously not as liberal as that of Sarah Lawrence where there are no required courses or prerequisites, and individual evaluation reports replace competitive grading. As of late, however, the College seems to be approaching a liberalization period in certain areas. An increased emphasis on individual curriculum, a system such as the 4-1-4 to promote independent research, and perhaps a relaxation or change in the present College requirements could prompt a more effective style of education for MWCers - be they female or male. Although these proposals are tentative, their realization would create a more flexible atmosphere, and a foreseeable appeal to males.

The Honor Council is pleased to announce that there were no dismissals due to an honor violation for the fall semester 1968-1969.

## Letters to the editor

Dear Editor:

Although The BULLET has spoken out on many controversial issues this year, such as the dorm housing situation and Christian radicalism which affect Mary Washington students, one subject which has been completely ignored is the membership of the Board of Visitors.

see LETTERS, page 4

Campaign week has begun. How much of a difference will the outcome make in your life? If like past years, not much. But considering that you live here, that's a bit disconcerting.

- considering that the campus is unsafe to walk through at night,
- that there's little reason to spend time here on weekends other than a term paper or two,
- that Charlottesville's going coed might leave us holding the suitcase, and a degree without University of Virginia on it.

So often, two years in a row, in fact, campus elections are devoted to such issues as "does an SGA President need experience?" and elaborations of the same: "what kind of experience does she need? Does high school G.O. President count?" So often, in fact, campus elections are petty.

This cannot and should not happen again. SGA is being looked to by more and more students to take stands, to make sense out of nonsense. This is a traditional function of government and SGA is no exception.

To quote the SGA constitution: "The Student Government Association shall be required to promote and maintain atmosphere of freedom and responsibility in curricular and co-curricular affairs which concern the individual student."

The best way to promote an atmosphere of freedom and responsibility is to act freely and responsibly. The best place to act freely and responsibly is the realm of issues vitally concerning the individual student, not mildly concerning her. Coeducation, the weekend "suitcase syndrome," and campus safety are but three vital issues.

There is nothing radical about expecting student government to address itself to the state of the campus - after dusk, Fridays, Saturdays and Sundays, and the 1970's included.

There is nothing radical about asking SGA candidates constructive, provocative questions. Do it. Do it tonight, and maybe next year there will be an SGA that makes a difference, one more like the constitutional ideal. It looked so good on paper last Spring it was voted in overwhelmingly.

## THE BULLET

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Editor-in-ChiefMary Anne Burns  
Managing EditorBarbara Bennett  
Business Manager

Co-news editors, Barbara Halliday and Vicki Lillierapp; Feature editor, Tracy Antley; Ass't. Feature editor, Jody Reed; Arts editor, Jane Touzalin, Layout and Photography Editor, Mary Diane Weaver; Advertising manager, Chris Duffey; Ass't. Advertising manager, Bobbi Pilik; General Secretary, Ruth Foster; Production manager, Didi Graves; Exchange editor, Marla Price.

Unsigned editorials represent a majority opinion of the Bulletin Editorial Board. All other features, columns, cartoons, and letters represent the opinion of the author and do not necessarily reflect the views of the Editorial Board.

## guest editorial

## Both sides -- now

The subject dealt with here is one often heard discussed, but never acted upon. It is a topic vital to any and every institution of learning. It is one of the principle components of education. This important element is known by the term "faculty-student relations".

In this paper there appeared last week the results of an October poll of two-hundred students, primarily seniors, concerning academia. After four years here, over 50 per cent of those polled indicated that there "is not much contact with professors outside the classroom." In reference to faculty advisors, 45 percent think (and 53 percent don't) that their faculty advisors have been very helpful in planning their academic programs." These results are disquieting.

Students are attracted to a college not only on the basis of location and campus but more importantly on the basis of the curriculum and teaching staff. The quality of education is, to a large degree, determined by the interchange of ideas between the professor and the student. This exchange cannot fully be achieved in the classroom, for in this generally formal environment, a professor's enthusiasm for his field, which is a factor in the motivation of students for the most part, does not come across. This is especially true of lower level courses, and it is on this level that students most need to be reached. Since lower level courses are, by and large, too general to spark the enthusiasm of the professor, this can only be discovered in class discussion.

Similarly, the role of faculty advisor which could stand improvement, would be enhanced by increased contact between students and their professors outside of class. As the system now stands, few on either side know the other well enough for this system to work as effectively as it could. No one is really certain how or where to begin.

We are not advocating that all free time be spent in the presence of a faculty member; this would be absurd. Professors have families, and friends perhaps more stimulating than their students. However, the nearly total segregation in the C-shop should be brought to an end.

As a first step toward better faculty-student relations, several students will be inviting professors for dinner on March 6th. We hope this will become a common practice. It is up to us to take the initiative. It is we who will benefit.

MARY LEE HEARNE



# Exec "big three" raps

(Editor's note: The following questions were asked of SGA President Patti Boise; Vice President, Amy Danforth; and Campus Judicial Chairman Terry Pinkard in three separate interviews conducted last week by Barbara Halliday, Jane Touzalin, and Tracy Antley respectively.)

**BULLET:** What do you, as a member of SGA executive cabinet, see as your role in the academic community? Is it in relation to the student body, to the administration, or to the faculty?

**Patti:** My prime concern is the student body because they are the group that elected me and they're the group I most closely represent. But you can't divorce one segment from the other — you've got the student body and the faculty and the administration all forming a unit — the academic community — and all

are hopefully working in the same directions toward its betterment and naturally each group sees it from somewhat of a different viewpoint but all are aiming toward the same end.

**Amy:** Our major role is toward the student body, in getting student opinions and in finding out what they desire; and then in turn presenting these to the proper body, which might be the administration or the faculty. Personally, I relate more to the student body.

**Terry:** We feel very responsible to the students because we are directly concerned with them. We hope that we reflect the students' views. I'm very sensitive to suggestions and ideas.

We work with the administration. We have to have open lines of communication. We feel a responsibility to them; they accepted us as students. There is

a mutual relationship of tolerance.

The faculty is a limb of the administration. I am in favor of faculty-student committees. We should listen to the faculty gripes, too.

**BULLET:** What does SGA exec define as the liberal position of campus "activists"?

**Patti:** I think a lot of what they've had to say is good — a lot of the questions are valid — the points are valid and well taken and they've brought forth a lot of good ideas for consideration. But again in line with what I said before, I'm not sure they always use the proper means. They feel a little more than I do that they have to be activists and have to put a big show forth. This may be true because they aren't in a position of authority. I feel the same things could be accomplished by different means.

**Amy:** The liberals are striving for freedom in student life, in residential and academic situations. I've gotten to where I think you have to be a liberal to have any brains! They want to work with the faculty to attain their goals. Now what happens often is that a lot of kids who have plenty of strong opinions against the institutional rules often turn out to be loud but don't turn up to work on it.

**Terry:** I wonder if they should have tried other methods. Over-

the-table talking achieves a lot. Like the march on the Chancellor — they didn't really go through proper channels; they should talk before acting. Liberals are usually more vocal, are for new and vital issues, but they shouldn't step on people's rights.

**BULLET:** How does SGA exec define the conservative position?

**Patti:** I think a conservative is somebody who is afraid to try something new. For example, someone who last year was opposed to the handbook changes; people who now want to go back to the old rules. Someone who doesn't feel that students are mature enough to take on a broader sense of education and growth. Obviously I don't consider myself a conservative.

**Amy:** There is not really a large conservative body on campus. I think most of the kids here really don't care — they're here for an education. They're middle of the road. If there is one, they are the people who wanted to keep the guest cards; see no point in having drinking in the dorms; dislike kids wearing slacks; and want to maintain the same attitude that was prevalent when they were freshmen.

**Terry:** People who are not really loudly protesting, more silent, although I'm sure there are real conservatives. I like to think there are two opposites,

it's not healthy to have only one radical group. I sure hope I hear the conservative voice; you don't hear it often, but it's there.

**BULLET:** What does SGA exec see as the three main or most important campus issues?

**Patti:** As I see it there are two broad issues. One concerns the position of the student of MWC as contrasted with her position as a member of society. It involves the question of personal rights. Sometimes students feel they are restricted here in a sense that they wouldn't be if they were even a couple of years younger and living in the outside world. The second issue involves the academic structure. We want to change so that we have the best possible preparation for life.

**Amy:** Number one, the drinking policy. Number two, the structure of Joint Council. Number three, the semester system.

I think that students over 21 years of age should be allowed to drink on campus — how you would implement this is another question. A senior dorm is a consideration but you couldn't keep it from spreading — you can't have policemen patrolling the other dorms to find out who's drinking and who's not drinking.

Joint Council is a working body. Lately it seems there's a question as to whether Patti should be involved. I feel that since Patti doesn't have a vote she is the

## Letters to the editor

from page 3

GENEVIEVE PACE

Students at the University of Virginia have become very concerned with the qualifications of board members. These students, including SDS, SSOC members and traditional University leaders such as the student council president and the Inter-Fraternity Council president, have presented a set of demands — one of which is that Governor Mills E. Godwin Jr. make future appointments to the Board of Visitors which "reflect the ethnic background age, sex, and income level of Virginia's population." This request has been made because no members are non-white, poor, working class, or young. Last week **THE BULLET** quoted Dick Gregory as saying, "Most of the problems in school don't come from the students; they come from the boards of directors. The only way they (the board members) got to be there — they made some money. They don't know a thing about education." It is time that Mary Washington students join University of Virginia students in determining if this statement applies to the Board of Visitors. Because it is the student newspaper of Mary Washington College, the **BULLET** should at least inform the students of current issues affecting the school if it does not feel the duty to express an opinion.

(Editor's note: The **BULLET** intends to devote extensive coverage to the Board of Visitors in a future issue.)

Dear Editor,

I would like to take this opportunity to bring to your attention the recognition which Mary Washington received during the weekend of February 14-16. This came in the form of Miss Becky Haney, a MWC sophomore, winning the Miss Virginia YR contest. The contest was based on buying votes at ten cents (10c) a piece. The winner was declared by the amount which was collected in each girl's name. The total amount which was raised was some \$231. This money will be donated to the Heart Association of Richmond, the city where the Young Republican convention was held.

My deep appreciation goes to the other girls who were competing with Miss Haney. They were Miss Liz Medaglia of Sweet Briar, Miss Laura Uzzell of Radford and Miss Tina Convery also of MWC. This participation was invaluable in making this a success.

I would also like to call to your attention the recognition which was given to a MWC graduate. Miss Bari Anne Holden, a past president and a '68 graduate of MWC, was awarded the Most

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## SGA -- who needs it?

By ANN MORAN

Who needs student government? In answer to this question, several colleges have dispensed with their constituted student governments. Their complaint was that the traditional student government, as a representative body, separate in form, but cooperating with, the administration, was simply not the most satisfactory way to handle the problems of the students.

Experiments elsewhere are becoming models for the thinking of a number of MWC students. Most notable of the experiments in minimal student government and expansion of self government have been the successes at

Williams, Bryn Mawr and Yale.

At Yale, the traditional student government organization has been replaced by student participation in faculty committees. William's students are likewise included in faculty committees. How are the students on the committees selected? The entire student body at Williams elects a committee of students whose sole purpose is to appoint members of the student body to serve on the faculty committees. At Bryn Mawr, the residence halls function as autonomous units and all matters solely of interest to

the students are dealt with within these units. From the units, students are selected to represent opinion on student-faculty committees which handle concerns of student, faculty and general, campus-wide interest.

To MWC students, the implication is clear: does SGA justify its existence? Few students will identify with a campaign to exterminate SGA, but the question of SGA's relevance is causing some thought in this direction. In particular, the argument focuses on the fact that the new, improved SGA still is at the mercy of Chancellor-appointed faculty committees.

For example, after one of last semester's Senate meetings, Alex Thomalonis commented to the **BULLET** (Oct. 6) that "in academic matters, the Senate really has no power," and that no matter how well researched and extensive their findings Alex felt the Senate's committees will not "get anywhere unless we work jointly with the faculty," and suggests more could be done if the committees were "research bodies supplementing the faculty."

Randolph Macon Women's College voted last week to include students on all of the faculty committees except those dealing with personnel and admissions. This suggestion of student-faculty cooperation has been duly noted here at MWC. Just how many and which MWC students are interested in substituting SGA with a form of student-faculty committees and self government has yet to be determined.



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Amy Jo Danforth



Patti Boise



Terry Pinkard

most likely to represent the student body there. It works well together. What we have to do is change some rules (like drinking rules) to produce fewer problems and eliminate the need for discipline. About drinking rules, there's a question as to whether girls who are caught should be suspended or expelled. Unless it constantly reoccurs, there should be a severe punishment but no expulsion. Until opinions change, punishments won't be reduced. And I think they should be the same punishments for the same thing. Another thing — you've got to judge on one act — you shouldn't be able to take past acts into consideration. Except say if some kids in a suite drank

about 10 times in one year and finally the roommate decided she had to turn them in — they should get a severe punishment because they drank so many times and also put the roommate in such a bad position. I think an appellate body would be a good idea. It would be a different body to appeal to — not Joint Council — instead of Simpson. Now this may be different from what Terry feels but that's what I think.

Terry: I think Joint Council, the issue of publications and to whom they should be responsible, and faculty communication — we should know how they feel.

BULLET: Why does SGA exec hesitate to take stands on issues extremely relevant to the student

body of 1969?

Patti: If anyone asks me how I feel about an issue I will always tell them; but I don't feel it is the responsibility of the exec cabinet to issue statements on every issue.

Amy: I don't think they hesitate. You want to speak for the majority. If the minority feels an issue is tremendous, but no one else thinks it is, that's one place where you wouldn't stand up and say "I believe in this."

Terry: I think we do; otherwise what would we talk to the administration about? If we didn't we don't have any right being in it. We do take stands. We broach the subject of student thoughts to the administration.

## MWC pattern of experience

SGA PRESIDENT of the term listed spent junior year as:

'65-'66 Junior Class President  
'66-'67 Pres., Va. Dorm  
'67-'68 Pres., Willard Dorm  
'68-'69 Pres., Va. Dorm

SGA VICE PRESIDENT of the term listed spent junior year as:

'65-'66 Freshman Couns., Willard Dorm  
'66-'67 SGA Junior Class Legis. Rep.  
'67-'68 Freshman Couns., Betty Lewis  
'68-'69 Junior Class V.P.

SGA JUDICIAL CHAIRMAN of the term listed spent junior year as:

'65-'66 Orientation Comm. Asst. Chairman  
'66-'67 SGA Junior Class Jud. Rep.  
'67-'68 Freshman Couns., Va. Dorm  
'68-'69 Pres., Betty Lewis Dorm

SGA SECY of the term listed spent junior year as:

'65-'66 Freshman Couns., Va. Dorm  
'66-'67 SGA Junior Class Jud. Rep.  
'67-'68 Freshman Couns., Va. Dorm  
'68-'69 BULLET photographer

SGA TREASURER of the term listed spent junior year as:

'65-'66 Handbook Comm. Asst. Chairman  
'66-'67 Freshman Couns., Willard Dorm  
'67-'68 Freshman Couns., Willard Dorm  
'68-'69 Junior Class Treasurer

Freshman Dorm Presidents and Counselors are appointed after interviews with Miss Droste, the head of the present Freshman Counselors, some residence directors, house presidents, and SGA officials. (Circumstances differ slightly each year.)

## picky exchanges

## Black is beautiful -- some places

By MARLA PRICE

Blacks on the campus of Clemson University are staging an informal talk-in on the White Problem in America. Sponsored by the Student League for Black Identity, the event will include such speakers as I. DeGuincy Newman, head of South Carolina's NAACP Chapter, Libby Kontz, President of the National Educational Association, and Julian Bond, a prominent Georgia legislator. All South Carolina colleges have been invited to participate. . . . An SGA committee, established for the purpose of examining general rules and regulations at the University of Maryland, has recommended several challenges to the University's in loco parentis powers including: The University's right to ask a student to withdraw, when it considers such action to be in the best interests of

the University, should be eliminated; Student organizations and groups should have the right to publish whatever they please without administrative approval unless they are receiving University funds to print their publication. . . . The Society of African and Afro-American Students at the University of Pennsylvania has declared this week as Black Week, described as a "tribute to the philosophy of Blackness and Black heroes, in a historical sense, and focal point for the application of Blackness as it applies to the Black Revolution. Various intellectual and cultural events are planned which will be open only to Black students. . . . Students and faculty members at MIT, Yale, Cornell and the University of Pennsylvania are making plans for a day of

"educational contemplation" on March 4. Faculty members at MIT term their effort a "research stoppage" in protest to government misuse of scientific and technological research, — concentrating particularly on the issue of the antiballistic missile system. At other universities, classes are being cancelled and a wider range of educational problems will be considered. . . . A new organization called Vocation for Social Change was recently created in California to help people find or create meaningful jobs for themselves. VSC serves as a clearinghouse for job information and openings. The address is Canyon, California, 94516. The organization keeps permanent lists of people looking for jobs and tries to match openings with the people who have contacted them.

## KBΦ Auction February 27 -- ACL Ballroom 6:30 - 10:30

Dinners donated by the following MWC Faculty and staff members will be up for auction during the designated time period.

7:00-8:00	8:00-9:00	9:00-10:00
Miss Arnold	Mrs. Holloway	Mr. Atalay
Miss Crissman	Dr. Wishner	Dr. Pinschmidt
Mr. Hansen	Mrs. Edson	Miss Rivera
Mr. Singh	Miss Clark	Mr. Fellowes
Dr. and Mrs. Sumner	Mrs. Burke	Dr. Mahoney
Mr. and Mrs. Mann	Dr. Croushore	Mr. and Mrs. Allison
Miss White and Miss Ladner	Mr. Tracy	Mr. Baker
Mr. Ryang	Mr. Fingerhut	Dr. Vance

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# Judicial candidates view reform ideas

from page 2

other words, if students can gain recognition and responsibility in their desire for learning and maturity, the social changes will follow naturally."

The four-way race for judicial chairman will be narrowed down to two candidates after the primary voting Wednesday night. Most observers regard this election as a toss-up since all four candidates have strong factional support. Lee Howland and Sharon Arthur, freshman counsellors in Virginia and Willard respectively, can count on their dorms for support; Pat Carter, residential council chairman, can perhaps gain strength in all the dorms; and Lynn Vandervoort may count on the "experience-conscious" voters because of her position on the judicial body this year.

Lee Howland says she is basing her campaign on a reform platform centered around Joint Council. She favors "some form

of an open trial so the defendant can have knowledge of what has been said about her," and a new appellate structure. An appellate court for joint council decisions should be created, she says, or the whole system should be revamped to make Joint Council the appellate body. She also questions the involvement of the SGA president in Joint Council trials.

Lynn Vandervoort, also urging reform, says the judicial system is "neither perfect nor does it need to be totally revamped." She suggests a plan under which "the accused has the right to a public hearing if she desires, and the right hear all testimony. She might perhaps be entitled to an adviser from the academic community."

Vandervoort also suggests the formation of an appellate body for Joint Council decisions, "perhaps composed of the Chancellor and the deans."

Sharon Arthur says she plans to stress the interworking of the three judicial levels (Joint Council, Judicial Review Court, and residence halls) in her campaign. "I want to get the kinks out of it," she said, "to make sure the three court system is going to work."

Arthur also plans to place great emphasis on the responsibility of students to uphold

the system. "The law is not absolute, it can be changed," she said, "but obedience is absolute. It is the responsibility of students to obey the law."

Arthur also suggests a mock trial to eliminate some of the mystery about the judicial system, and surges that the amount of information required on sign-out cards be lessened.

Pat Carter, fourth candidate

for the judiciary, says "The new system has been successful, but there is room for improvement. I'm open for suggestion, and want to hear all points of view."

She feels that a re-examination of the merits of suspension and expulsion might be beneficial, and thinks sign-out cards should be kept in sealed envelopes, only to be opened in cases of emergency.

## Letters to the editor

from page 4

Outstanding Young Republican. This was for her outstanding work with the Teen-Age Republicans and in organizing the TAR Federation.

My heartiest congratulation to Miss Haney and to Miss Holden. I wish to express my deepest thanks to all those who contributed to make our drive a success.

TRISH LITTLE

State Awards Chairman YRFV  
MWC YR Community Service  
Chairman

Dear Editor:

Thank you for printing our announcement of Professor Richard V. Burks' address on "The Decline of Communism in Czechoslovakia." Over three hundred students turned out to hear Mr. Burks analyze the Czechoslovak situation and their enthusiasm brought a great deal of credit to Mary Washington. I must say that I was very impressed and proud that our students' questions were very similar to those put to Mr. Burks at a recent conference of East European specialists in Washington, D.C. Special credit should go also to

Professor Benjamin Early and the Student Affairs Office for making the arrangements for Mr. Burks on very short notice.

RICHARD H. WARNER  
History Department

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"Resign, Wheatley!"

# UVa condemns "racist" Board

By JANET COOPER

Saturday morning we waited. Pavilion VIII, Office of the President. Behind those locked doors sat the Board of Visitors for the University of Virginia, Mary Washington College, Clinch Valley College, and George Mason College.

Daily Progress man writes in red ink. Al Long speaks about making the board more representative of the people of Virginia in the areas of age (youngest

Stuart Wheatley and the demand for his resignation. How much place has an architect of Massive Resistance on the governing board of a university supporting racial equality and justice?

A fraternity type talks about political channels. Coeducation has long been swimming in one of those channels, an ad hoc committee on feasibility. Two years since the majority of the students voted in favor. Another

would Mr. Potter feel about raising the salaries of non-academic help? Educational Testing Service shows most administrative boards to be conservative Republicans and of the opinion that a university should and can be run just like a corporation.

Champion for the "moderate-liberals" comes forward and suggests a Monday and Tuesday picket line for Wheatley's resignation. Mobilize around one issue, show the world that the "coat-and-tie" people are concerned, too. Students for a Democratic Society and Southern Students Organizing Committee back the picket but reserve their threatened "further action" for a better time. "Let's celebrate the sesquicentennial in the true spirit of Thomas Jefferson." ends the speeches with all applauding. (SDS' version of the true spirit of Thomas Jefferson may differ from that of the Interfraternity Council.)



Cavalier Daily photo by Tom Duncan

member is 55), sex, race, and income level. Somebody suggests intelligence level. Only one educator on the Board; she runs a private school for white girls in her home.

Fraternity types on both sides of the Lawn, there to protect university property and the lives of Board members from fellow students. Wonder if they care so much about who makes the rules that govern their lives and their intellectual development. Also wonder how much university property fraternity men destroy for causes less worthwhile.

People are speaking about

year before coeducation will be carried out. Can blacks and conscientious whites put up with a racist for three more years? Some things explode on their way through those processes.

A peek in the door shows coats and hats. They must be human if they can feel cold. Why did they never answer our petition for an open meeting? Don't they want to hear what we think? Is money a better criterion for running a university than intellect? Do I know as much about what the University of Virginia should be as a Dupont corporation lawyer? How

Did we really anticipate an answer to the demands? No one is very crushed — we expected to be ignored. A movement to the back parking lot as most drift off to lunch. Autos are matched with owners. Fingers mark the dust. UVa whites — 8,000, UVa blacks — 90. Wheatley must go! Delaware is the first police state. MWC revolutionaries need a rifle range.

Bodies gather around Wheatley. High risk quotas are out. Wonder if he could upgrade black and rural Virginia education as a member of the Virginia Board of Education? No longer for rich, urban sons, this university.

see UVa, page 8

Is this your  
April Fool?



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P.S. Don't forget St. Patrick's Day and Easter.

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# UVa demonstration

from page 7

Did you receive our demands? No. Do you know we are calling for your resignation? Yes. If fifty per cent of the students called for your resignation? No comment. (I forgot people under twenty-one cannot vote to control their own lives or even those over twenty-one on college campuses). Can we come and talk with you further? Evasion.

I turn to a friend. What did you say caused the Columbia student strike? Oh, yes, lack of communication between students and administrators. We walk away.



photo by Tom Duncan

This week student demonstrators at Charlottesville demanded the resignation of Board member Stuart Wheatley. Story begins on page 7.

## briefs

### New frosh dorm

It has been announced by the Office of the Dean of Students that Marshall Hall will be used to house some freshmen for the session 1969-70. The move is designed to eliminate the three-girl room situation of Virginia and Willard Dorms.

### Tell it like it is

Tuesday evening at 6:15, the BULLET editorial board will hold an open meeting in ACL Ballroom. Students are asked to come and present their views concerning the newspaper and to ask questions.

### Wright to speak

Poet Bruce Wright will read his poetry in ACL ballroom Wednesday at 1:15. The Negro poetry recital is sponsored by the English department.

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# Soviet Czech invasion subject of ACL speech

By DEBBIE BOURKE

Forces leading to the decline of Communist influence and the subsequent Soviet invasion of Prague were discussed last week by guest lecturer Professor Richard V. Burks of Wayne State University.

Speaking before a large audience in the ballroom on "The Decline of Communism in Czechoslovakia," Professor Burks offered three explanations for the invasion in terms of economic, military and psychological factors.

The economic problem, according to Professor Burks, stemmed from a depression beginning in 1962 which resulted in a cut-off of trade between Czechoslovakia and her best customer, China. The Czechs hadn't been involved in heavy trading with Western European nations since 1938, and the only solution when the depression arrived seemed to be to get back into competition with these powers.

The Czechs, said Professor Burks, then attempted capitalistic-like reforms in their attempts to re-enter the market, and the Russians, who couldn't accept such a dismantling of their plans, ultimately sent in their troops.

Military reasons for the invasion revolved around Russian fears of excess German influence in Czechoslovakia, stated the professor. The Czech nation, created in 1918, was broken up in 1938 because of pressure from Nazi Germany and cooperation of certain German minority groups

within the country. Czechs turned to Russia for help, and "accepted the dictatorship of the proletariat as the price of national security," stated Professor Burks.

As time passed, the Czechs saw that Moscow's help wasn't as beneficial as it may have appeared in the beginning, and that their previously high standard of living was declining. Germany no longer seemed so ominous to the Czechs, hence Russian troops were sent in to reinforce the Russians' position in Czechoslovakia.

The psychological reasons for the invasion outlined by the speaker involved the three and one half million Slovaks living in eastern Czechoslovakia, and their relationship to the Czechs. Alexander Dubcek and his Slovak supporters attempted to change the views of the Czech public concerning the 1944 uprising when Germany was a threat to Czechoslovakia. This reinterpretation of the 1944 trouble and Slovaks' claim to their role in a "real uprising" were their ways of saying that they belonged in government, and were no longer second-class citizens.

The speaker added that campaigns for a federal state in Czechoslovakia resulted in success and the formation of a genuine federally-based state. Russian dislike of this idea contributed to the reasons for the troop invasion.

Professor Burks concluded with the statement that the invasion was, in reality, not such a terrible tragedy, for it showed the fragility of the Communist system. Despite factors which would seem to be in favor of the Communists' success in Czechoslovakia, Dr. Burks said that it was the party itself which has led to the decline of Communism.

In a question and answer period following the lecture, Professor Burks commented on the future of Czechoslovakia and the generational differences which may affect the nation.

## Letters

### Call for help

Dear Editor:

I notice that the copies of the BULLET I receive are hand addressed. May I suggest that you ask those of your subscribers who have those inexpensive return address labels . . . to send you a supply of them. Most people have the labels and I think it would save you a lot of time and energy. It should be worth a try, and they are so inexpensive that no one could object to any added cost.

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